

**San José State University**  
**Department of English and Comparative Literature**  
**English 100W, Writing Workshop, Spring 2018**

**Instructor:** Dr. Katherine D. Harris  
**Office Location:** FO 214  
**Telephone:** (408) (924-4475)  
**Email:** Katherine.harris@sjsu.edu  
**Office Hours:** Tues & Thur 1-2pm & by appointment  
**Class Days/Time:** T/R 10:30-11:45am  
**Classroom:** Clark 111

### **Course Web Page**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our course web page on Canvas. You are responsible for regularly checking the email you provided in MySJSU to learn of any updates or the Canvas messaging system.

### **Course Description**

English 100W is an integrated writing and literature course in which students will develop advanced proficiency in college-level writing. Beyond providing repeated practice in planning and executing essays, and advancing students' understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A and 1B, English 100W broadens and deepens those abilities to include mastery of the discourse specific to the field of English studies, with an emphasis on close and careful reading of literary texts.

Pre-requisites: Passage of WST, Upper Division standing and completion of CORE GE. GE/SJSU Studies Category: Area Z: This course must be passed with a C or better as a CSU graduation requirement.

### **Course Goals and Student Learning Objectives**

As a course that satisfies the SJSU Area Z general-education requirement and counts toward the academic majors housed in the Department of English and Comparative Literature, English 100W has two sets of Student Learning Objectives.

In this course, we will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays that demonstrate an understanding of and illuminate for others how literature contains and conveys its effects and meanings. By engaging this work, students will accomplish all of these objectives.

### **How Area Z Learning Goals Will Be Met**

#### **GE Learning Objective (GELO)**

#### **How will this GELO be achieved?**

GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division activities that require attention to

Students will participate in classroom activities that require attention to

proficiency in: language use, grammar, and clarity of expression.

GELO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.

GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.

GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

revision as well as editing strategies and standards.

All writing assignments require students to incorporate their readings of literary texts. Both bibliographic and writing assignments require students to engage in research and argumentation: responding to other critics' readings of the texts.

The three different genres of literary criticism that students write this term will engage them in conversations with peers and with published critics.

Students will learn to use MLA standards for organizing and citing primary and secondary sources.

Writing assignments are designed to introduce students to the process of reading, research, and revision that leads to professional level critical essays in the discipline.

## How English and Comparative Literature Goals for B.A. Will Be Met

### Department Learning Goal

- read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric
- show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature
- write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject
- develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively
- articulate the relations among culture, history, and texts

### How will this goal be achieved?

Students will read poetry analytically for half of the term; they will study two longer works: a novel and a play. Students will also read critical essays.

The readings for this course are drawn from both British and American literature.

The writing assignments in this course require students to practice different kinds of literary analysis.

In their critical essays, students will do research on and incorporate information from outside sources into their arguments.

All reading and writing assignments involve cross-cultural, trans-historical, or inter-textual discourse.

## Required Texts/Materials

### *WRITING ABOUT LITERATURE IN THE MEDIA AGE*

Author: Daniel Anderson

ISBN: 9780321198358

Publisher: Longman

Edition: 1

Student use of this title is Required

[Amazon \(Links to an external site.\)Links to an external site.](#) has 33 used copies each under \$10:

### *RESEARCH GUIDE F/UNDERGRADUATE STUDENTS* | Edition: 6TH 06

Author: BAKER

ISBN: 9780873529242

Publication Date: 05/01/2006

Publisher: MLA

Estimated Student Price **(Savings based on Print, New):**

Print, new: \$12.00

Print, used: \$9.00 **(25% Savings)**

Print, new rental: \$9.90 **(18% Savings)**

Print, used rental: \$5.70 **(53% Savings)**

Student use of this title is: Required

### *HEART OF DARKNESS* | Edition: 3RD 11

Author: CONRAD

ISBN: 9780312457532

Publication Date: 12/29/2010

Publisher: MAC HIGHER

Estimated Student Price **(Savings based on Print, New):**

Print, new: \$19.15

Print, used: \$14.35 **(25% Savings)**

Print, new rental: \$13.00 **(32% Savings)**  
Print, used rental: \$9.00 **(53% Savings)**  
eBook, buy: \$9.50 **(50% Savings)**  
eBook, rent (for 180 days): \$7.00 **(63% Savings)**

**WRITER'S REF.W/WRIT.IN DISCIP.**,2016 MLA | Edition: 8TH 16

Author: HACKER

ISBN: 9781319087081

Publication Date: -

Publisher: MAC HIGHER

Estimated Student Price **(Savings based on Print, New):**

Print, new: \$82.65  
Print, used: \$62.00 **(25% Savings)**  
Print, new rental: \$56.20 **(32% Savings)**  
Print, used rental: \$38.85 **(53% Savings)**  
eBook, buy: \$53.05 **(36% Savings)**  
eBook, rent (for 180 days): \$39.00 **(53% Savings)**

Student use of this title is: Required

**HANDBOOK TO LITERATURE** | Edition: 12TH 12

Author: HARMON

ISBN: 9780205024018

Publication Date: 01/14/2011

Publisher: PEARSON

Estimated Student Price **(Savings based on Print, New):**

Print, new: \$82.20  
Print, used: \$61.65 **(25% Savings)**  
Print, new rental: \$55.90 **(32% Savings)**  
Print, used rental: \$38.65 **(53% Savings)**

Student use of this title is: Required

## Grade Distribution

10% Class Discussion & Participation

10% Reading/Listening/Audience Discussion Posts (300 words each)

10% Recitation

7.5% Essays 1 (in-class; 800-1000 words) - with revision of Essay 1 later in semester

15% Essay 2 (1250 words)

10% Essay 3 (800 words)

7.5% Team Poster @ "Deep Humanities" Symposium

10% Team Poster Presentation @ "Deep Humanities" Symposium

20% Final Research Essay (2000 words)

## Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

- The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.
- The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

- The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

## **Course Requirements and Assignments**

### **Class Discussion & Participation**

This course studies a variety of ways to analyze literature. From the first day of class, your participation in each class meeting is imperative. Since this class is largely discussion-based, arrive to class prepared with the proper readings.

A student’s participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a “C,” do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do “ordinary,” plain-vanilla presentations and responses. This is the “bottom line” for getting a “C” in this part of the course.
- To earn a “B,” prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an “A,” take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses “sparkle” by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an “A” indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of “A.”

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check our Course Website.

## Weekly Reading/Listening/Audience Discussion Posts (10 total)

Over the semester, you will produce various types of weekly responses for a grade: some prepared outside of class and others prepared in class. For Reading Responses, you will produce a 300-word (minimum!) response to the assigned reading for that week. These will be used to stimulate your thoughts on the texts and to serve as ideas for your essays. Because these Reading Responses pertain to that week's readings and are not useful after the discussion has been completed, late Reading Responses will not be accepted. For Listening or Audience Responses, you will produce an in-class 1-2 page response (300 words) to the presentations being given by your peers. Students who write nothing or who write frivolously will not receive credit for the exercise. *I reserve the right to cancel or add weekly responses depending upon class performance.*

There are no make-ups for discussion posts; you simply receive a zero for that post. A late post will receive a zero. Please be aware that missing even a few of these posts will cause your final grade to drop significantly. On some days, you will write a post for participation points. This will apply not necessarily in terms of finite points, but will instead represent your participation in the class.

Citing and quoting (and linking!) outside sources will definitely enhance your score. When in doubt, cite everything (use the [8th edition of MLA Style \(Links to an external site.\)](#)Links to an external site.). See below for scoring rubric:

- 8-10 points: The post explores the prompt using references from our discussions, details from evidence, and an intellectual exploration of the topic. The post is free from grammatical and writing errors. This level of points is difficult to achieve. Expectations are high for the intellectual rigor of the post.
- 5-7 points: The post has the beginnings of intellectual rigor but lacks one of the qualities above.
- 3-4 points: The post regurgitates class discussion without exploring the topic further in addition to lacking evidence. The post contains grammatical errors, informal writing, ignores MLA style.
- 1-2: The post severely lacks elements from above or does not answer the prompt. This point range also signals a lack of formal writing and a recommendation to visit the Writing Center for help with formal writing style. This point range also signals use of personal pronouns throughout the post as well as a lack of interest in the topic/prompt.
- 0 points: This represents not submitting the post on time, not at all, using first or third person, or not answering the prompt at all.

## Recitation

Recitations allow you to engage very closely with a poem and classmates to hear how a poem sounds. Rehearsing the poem will allow you to discover the intertwining relationship between poetic structure and poetic meaning. Each student will *theatrically* present a *memorized* 14-line (or more) poem on a designated day. This assignment will

be in conjunction with Essay 2, an explication of a poem. Further details will be provided later.

## Essays

You will be required to write 4 graded essays with 1 major revision of an earlier essay for a total of 8,000 words this semester: 1 written in-class, and 4 written outside of class. The final essay will involve a substantial amount of scholarly research. In addition to submitting your essay on Canvas, each essay will be submitted to Turnitin for verification.

## Team Poster & Presentation

On May 1, your team will present a printed poster of a research assignment at the "Deep Humanities" One-Day Symposium. Teams will be graded separately on their posters and their presentations.

## Late Submission Policy

If you cannot meet an assignment deadline (other than the discussion posts), you must [contact](#) Prof. Harris *at least 48 hours prior* to our class meeting to discuss the situation. When you contact Prof. Harris, please know that no matter the situation, for *every day* that an assignment is late, you will be penalized a half grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. In order to avoid late penalties, an assignment must be submitted in the required form on Canvas.

No late submissions allowed for weekly posts.

## Academic Integrity & Plagiarism

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7 \(Links to an external site.\)](#)Links to an external site. requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development \(Links to an external site.\)](#)Links to an external site. website for more information.

**If you plagiarize any of your assignments, you will automatically fail this course.**

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

No recordings of this course are allowed (video or voice).

### **Classroom Protocol**

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

### **Email Protocol, Office Hours & Online Contact**

Office Hours: T/Th 1-2pm & by appointment, FO 214

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, consider it a formal communication. See below for a brief example or check out the [Writing Center’s handout](#) (pdf):

Dear Professor Harris,

[my question]

Thanks,

[sign your name here with your course]

Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours or schedule an online chat/video chat. You might also be able to get my attention on Twitter for a very brief query. ***Plan to check your Canvas account on a daily basis.***

Skype ID: katherinedharris

Twitter ID: [@triproftri](#)

Email: [katherine.harris@sjsu.edu](mailto:katherine.harris@sjsu.edu)

Canvas Conference or Zoom (contact me to schedule)

See this extremely helpful article about emailing your professor and why there's such an insistence on formality: "[Re: Your Recent Email to your Professor.](#)" *Inside Higher Ed.*

## **University Policies**

These links contain information relevant to all courses at SJSU.

[General Expectations, Rights and Responsibilities of the Student](#)

[Course Requirements and Assignments](#)

[\(Links to an external site.\)Links to an external site.](#)

[Attendance and Participation](#)

[Accommodation to Students' Religious Holidays](#)

[Dropping and Adding](#)

[Consent for Recording of Class and Public Sharing of Instructor Material - No Recording of Engl. 101](#)

[Academic integrity - aka Plagiarism Policy](#)

[Campus Policy in Compliance with the American Disabilities Act](#)

[Student Technology Resources](#)

[SJSU Peer Connections](#)

[SJSU Writing Center](#)

[SJSU Counseling and Psychological Services](#)

## English 100W, Spring 2018, Course Schedule

*Note: Syllabus subject to change*

**WAL** = *Writing About Literature* anthology

Date	Topics	Reading Due	Assignment Due
Thur 1/25	<b>Introduction</b> <b>S</b>	<ul style="list-style-type: none"> <li>• Join the English Department Google Email Group! Majors/Minors: Send an email to <a href="mailto:engdept-group+subscribe@sjsu.edu">engdept-group+subscribe@sjsu.edu</a></li> <li>• <b>Discussion:</b> <ul style="list-style-type: none"> <li>○ What is "literature"?</li> <li>○ Is a Facebook/Snapchat/Twitter post some form of "literature"?</li> <li>○ "<a href="#">Twihaku...</a>" (Cripps, <i>The Independent</i>, July 16, 2013)</li> <li>○ What's your favorite piece of literature? Why?</li> <li>○ What should you read next? (See "<a href="#">Literature Map</a>")</li> </ul> </li> </ul>	
Tue 1/29	<b>Diagnostic Exam</b>		<a href="#">In-Class Diagnostic Essay</a> - Writing on laptops (entire class session)
Thur 2/1		No Class Session	<a href="#">Intellectual Autobiography by 9am</a>

Date	Topics	Reading Due	Assignment Due
Tue 2/6	<b>Peer Review #1 of Diagnostic (Poetry) Essay Exam</b>	Bring the Harmon <i>Handbook</i> today <b>Read through</b> <a href="#">How to Make Sense of a Poem</a>  <b>Discussion:</b> <ul style="list-style-type: none"> <li>• What's up with Canvas?</li> <li>• What are Dr. Harris' <a href="#">office hours</a>?</li> <li>• What are our class policies?</li> <li>• What's really going on in this class? Read <a href="#">Shadow Syllabus</a> (Sonja Huber)</li> </ul>	<a href="#">Essay 1 - Peer Review #1</a> (in-class)
Thur 2/8	<b>Revising your Essay 1</b>	Work on Revising Essay 1 -- <a href="#">How to Make Sense of a Poem</a>  <b>Post</b> on Essay 1 - <a href="#">Synthesizing your Peer Reviewer's Feedback by 10am</a>	
Tue 2/13	<b>Peer Review #2 of Essay 1</b>	Work with a Peer Review Partner (automatically assigned by Canvas at 10:35am) <a href="#">How to Make Sense of a Poem</a>  <b>Discuss - More Work on "London</b>  <b>" and your First Essay</b>	<a href="#">Essay 1- Draft #2 by 10am</a> <a href="#">Peer Review #2 of Essay 1 in-class</a> <a href="#">Essay 1 - Synthesize Peer Review #2 by Wed 5pm</a>
Thur 2/15	<b>Poetry, Critical Thinking &amp; Writing</b>	<b>Discuss</b> <ul style="list-style-type: none"> <li>• More Work on "<a href="#">London</a> <b>" and your First Essay and poetic elements (see "Detail" on <a href="#">How to Make Sense of a Poem</a> </b></li> </ul>	<a href="#">Letter to Your Peer Reviewer</a> (in-class)

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> <li>• <a href="#">Writing Tips</a></li> </ul>	
Tue 2/20	<b>Poetry</b>	<p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• Essay 2 - Poetry <a href="#">Recitation &amp; Explication</a></li> <li>• <a href="#">Mike Rowe's version of "Ozymandias"</a></li> <li>• <a href="#">How to Make Sense of a Poem</a> </li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>• "Introduction: Critical Thinking and the Writing Process" (WAL 1-11)</li> <li>• "Understanding the Elements of Poetry" (WAL 258-270)</li> <li>• Bring Harmon <i>Handbook</i> to class</li> </ul>	Choose <a href="#">Recitation Slot</a> by Wednesday, 12pm
Thur 2/22	<b>Poetry</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Cont. from Tuesday discussion on sound in poetry: "Understanding the Elements of Poetry" (WAL 265-270)</li> <li>• "Interpreting Words, Symbols and Figures of Speech" (WAL 270-76)</li> </ul>	<a href="#">Weekly Reading Post #1</a> <a href="#">Essay 1 - Final Draft</a> by Friday, 5pm

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> <li>• "My Last Duchess" (WAL 398)</li> <li>• "Ode on a Grecian Urn" (WAL 845)</li> <li>• <a href="#">How to Make Sense of a Poem</a> </li> </ul> <p><b>Discuss (in-class)</b></p> <ul style="list-style-type: none"> <li>• "<a href="#">My Last Duchess</a>" recitation by Poetry Foundation</li> <li>• "<a href="#">Ode on a Grecian Urn</a>" recitation by Poetry Foundation</li> </ul>	
Tue 2/27	<b>Poetry</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• "Lines Composed Above Tintern Abbey" (<a href="#">here</a>)</li> <li>• <a href="#">For Better for Verse</a> - perform the scansion exercise on "The Balloon of the Mind"; read the <a href="#">instructions</a> first -- be prepared to write a post about the scansion exercise in-class today.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• "Tintern Abbey" a monotone recitation by <a href="#">Tim O'Bedlam</a></li> <li>• <a href="#">Chance reciting an original poem</a> (start at 6:54)</li> </ul>	<p><a href="#">Essay 1 - What Changed?</a> (in-class)</p> <p><a href="#">Weekly Reading Post #2</a></p> <p><a href="#">Post (in-class) on Scansion</a>(complete/incomplete)</p>

Date	Topics	Reading Due	Assignment Due
Thur 3/1	<b>Poetry Writing Workshop - Thesis Statements, Outlining Draft of Essay &amp; MLA Style</b>	Read <ul style="list-style-type: none"> <li>• "Harlem" (WAL 605)</li> <li>• "Sonnet 73" (WAL 278)</li> <li>• "Sonnet 130" (WAL 273)</li> <li>• "Evaluation and Critical Reading" (WAL 17-33)</li> <li>• re-visit "Lines...."</li> </ul>	<a href="#">Essay 2 Thesis Statement</a> <a href="#">Synthesize Peer Review of Thesis Statement</a> due 5pm, Friday
Tue 3/6	<b>Recitations</b>	See <a href="#">schedule</a>	<a href="#">Weekly Listening Post (in-class)</a>
Thur 3/8	<b>Recitations</b>	See <a href="#">schedule</a>	<a href="#">Weekly Listening Post (in-class)</a>
Tue 3/13	<b>Poetry Explication Draft Workshop</b>		<a href="#">Draft of Essay 2</a> by 10am <a href="#">Peer Review of Essay 2 Draft</a> in-class <a href="#">Synthesize Peer Review of First Draft</a> due by 5pm, Wednesday

Date	Topics	Reading Due	Assignment Due
Thur 3/15	<b>Fiction</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>○ "Analyzing and Writing About Literature" (WAL 34-44)</li> <li>•</li> <li>○ <i>Frankenstein</i>, all letters</li> <li>○ "Understanding Plot and Point of View" (WAL 230-232)</li> <li>○ Bring <i>Handbook</i> to class</li> <li>○ "<a href="#">Does Reading Fiction Make You a Better Person?</a>" (Kaplan, <i>Washington Post</i>, July 22, 2016)</li> <li>○ "<a href="#">Mary Shelley's Frankenstein - in Charts</a>" (<i>The Guardian</i>, Jan 13, 2018)</li> </ul> <p><b>Watch</b></p> <p><a href="#">Frankenstein Mini-Lecture 1</a>(Introduction to Novel)</p> <p><b>Discuss</b></p> <p><a href="#">Hints for Reading Fiction</a> </p>	
Tue 3/20	<b>Fiction</b>	<p><b>Read</b></p> <p><i>Frankenstein</i>, Vol. I</p> <p><b>Watch</b></p> <p><a href="#">Frankenstein Mini-Lecture 2</a>(Volume I)</p>	<a href="#">Weekly Reading Post #3</a>

Date	Topics	Reading Due	Assignment Due
Thur 3/22	<b>Fiction</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <i>Frankenstein</i>, Volume II</li> <li>• <a href="#">“Out of Control”</a> (Richard Holmes, <i>The New York Review of Books</i>, Dec 21, 2017)</li> <li>• <a href="#">“Man as God: Frankenstein Turns 200”</a> (Marcelo Gleiser, NPR Jan 10, 2018)</li> </ul> <p><b>Watch</b></p> <p><a href="#">Frankenstein Mini-Lecture 3</a>(Volumes I-II)</p> <p><b>Discuss</b></p> <p><a href="#">Essay 3 - Character Analysis Instructions</a></p>	<p><a href="#">Essay 2 Final Draft Due</a> Friday, 3/23, 5pm</p> <p><a href="#">Essay 3 - Synthesize Peer Review of First Draft</a> due by 3/26, 5pm</p>
Tue 3/27 - SPRING BREAK			
Thur 3/29 - SPRING BREAK			
Tue 4/3	<b>Fiction</b>	<p><b>Listen</b></p> <ul style="list-style-type: none"> <li>• <a href="#">“Frankenstein’s Impact on Science with Audrey Shafer”</a> (Stanford Radio podcast)</li> </ul>	<a href="#">Weekly Reading Post #4</a>
Thur 4/5	<b>Novel</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <i>Frankenstein</i>, Volume III</li> <li>• <a href="#">“Frankenstein, or the beauty and terror of science”</a> (Henk van den Belt, Jan 9, 2017)</li> </ul> <p><b>Watch</b></p> <p><a href="#">“Frankenstein: Defining the Monster”</a> (Heather Keenleyside lecture, Chicago Humanities Festival 2013)</p>	<a href="#">Weekly Reading Post #5</a>

Date	Topics	Reading Due	Assignment Due
Tue 4/10	<b>Essay 4: Posters &amp; Research</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Description of "<a href="#">Deep Humanities</a>" One-Day Symposium</li> <li>• <a href="#">Call for Posters</a></li> <li>• "Grounding Readings through Background Research" (WAL 94-95)</li> <li>• "Formulating Research Questions" (WAL 107-126)</li> <li>• Incorporating &amp; Synthesizing Research (WAL 126-129)</li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• Essay 4: <i>Frankenstein</i> &amp; Creating a Poster for May 1 symposium</li> <li>• Choosing teams for your poster presentation</li> </ul>	<p><a href="#">Draft of Essay 3 due</a></p> <p><a href="#">Peer Review of Essay 3</a> in-class</p>
Thur 4/12	<b>Performing Research</b>		<p><a href="#">Self-Paced Research Tutorial</a> (graded)</p> <p><a href="#">Creating a Research Question &amp; What Research Do you need to perform?</a> (in-class - c/nc)</p>

<b>Date</b>	<b>Topics</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Tue 4/17	<b>Designing &amp; Creating your Poster</b>		
Thur 4/19	<b>Revising Your Poster</b>		Poster Design draft ("Essay 4") due by 10:30am  Essay 3 due Friday, 5pm
Tue 4/24	<b>Demo your Team Poster</b>		Digital File due April 25 by 1pm for printing
Thur 4/26	<b>No Class Session</b> <b>Prep for Deep Humanities Poster Session</b>		
<b>Tue 5/1</b> <b>No Class Meeting</b> <b>Attend Panel 1, 10:30-12pm &amp; Deep Humanities Poster Session, 12-2pm</b>			

Date	Topics	Reading Due	Assignment Due
Thur 5/3	<b>Writing Workshop &amp; Research</b>	Discuss <a href="#">Essay 5 - Final Individual Research Essay Instructions</a>	Weekly Reading Post #6 on "Deep Humanities" <a href="#">Identifying your Individual Topic</a> (in-class - c/nc)
Tue 5/8	<b>Writing Workshop &amp; Research</b>	<a href="#">Peer Review Rubric for Essay 5</a>	<a href="#">First Draft of Essay 5</a>
Thur 5/10	<b>Writing Workshop &amp; Research</b>		<a href="#">Participation Self-Assessment</a> (graded)
<b>FINAL Research Essay Due (no class session)</b> May 22, 9:45am-12pm			